## ‘O’ Level Summary Mark Scheme

### Summary Style Descriptors

<table>
<thead>
<tr>
<th>Mark</th>
<th>Own words</th>
<th>Mark</th>
<th>Use of English</th>
</tr>
</thead>
</table>
| 10-9 | Candidates make a **sustained attempt** to re-phrase the text language.  
- Allow phrases from the text which are difficult to substitute. | 10-9 | Apart from very occasional slips, **the language is accurate**.  
- **Any occasional errors** are either slips or minor errors. **Sentence structure is varied** and there is a marked ability to **use original complex syntax** outside text structures.  
- Punctuation is accurate and helpful to the reader.  
- **Spelling is secure** across the full range of vocabulary used. |
| 8-7  | There is a **noticeable attempt** to re-phrase the text.  
- The summary is **free from** stretches of **concentrated lifting.** | 8-7  | The language is **almost always accurate.** **Serious errors** will be so isolated as to be almost unnoticeable.  
- **Sentences show some variation,** including **original complex syntax.**  
- Punctuation is accurate and generally helpful.  
- **Spelling is nearly always secure.** |
| 6-5  | There are recognisable but **limited attempts** to re-phrase the text detail.  
- Groups of **text expression** are **interlaced with own words.**  
- The expression may not always be secure, but **the attempt to substitute** the text will gain credit. | 6-5  | The language is **largely accurate.**  
- **Simple structures** tend to dominate and **serious errors** are not frequent, although they are noticeable.  
- Where sentences show some variety and complexity, they will generally be lifted from the text.  
- **Serious errors** may occur when more sophisticated structures are attempted.  
- **Punctuation is generally accurate.**  
- **Spelling is mostly secure.** Errors may occur in the use of own and / or ambitious vocabulary. |
| 4-3  | **Wholesale copying of large areas of the text,** but not a complete transcript.  
- Attempts to substitute own language will be limited to **single word expression.**  
- **Irrelevant sections of the text** will be more frequent at this level and below. | 4-3  | **Meaning is not in doubt but serious errors** are becoming more frequent.  
- Some simple structures will be accurate, although this **accuracy is not sustained for long.**  
- **Simple punctuation** will usually be correct, with occasional errors of sentence separation.  
- Spelling is largely accurate, but **mistakes will occur** in handling the more difficult words.  
- **Irrelevant or distorted detail** will destroy the sequence in places. |
| 2-0  | Pretty well a complete transcript of the text expression.  
- Originality is barely noticeable.  
- There will also be random transcription of irrelevant sections of the text. | 2-0  | **Heavy frequency of serious errors**, impeding the reading in many places.  
- Fractured syntax is **much more pronounced** at this level.  
- **Errors of sentence separation** are liable to be frequent. |
MARKS (15 + 10)

Mark to a maximum of 15 out of 20 for points. Award a maximum of 10 marks for style.

1. Points to be rewarded and their marks are indicated on the next page.

2. **Introductory words**

   No penalty for omission; no penalty for any errors made in them or for incompleteness, but take into account any punctuation or grammatical error immediately following them when assessing style.

3. **Length**

   Draw a double line where the introductory words end, or should end.

   Count to 150 the number of words used by the candidate after the double line and write down this number at the bottom left of the candidate’s answer.

   DO NOT use the candidate’s word-total without checking it.

   STOP at 150 and cross out excess words.

4. **Marking Technique**

   (i) Indicate by numbered tick the point rewarded, e.g. ✓3

   (ii) Assign the mark-scheme number to points rewarded on all scripts.

   (iii) Assess qualities of Style separately. Add the Style Mark to the Content Mark and show as a ringed total in the right-hand margin.

5. For answers shorter than 150 words apply the following maxima for the Style mark:

   0-25 (0); 26-50 (2); 51-75 (4); 76-100 (6); 101-125 (8)

6. If the candidate uses note-form throughout the answer, give 0 for the Style mark but allow the points where they are clearly made.

7. **Sequence errors**

   In general, only withhold the mark for a point if it is wildly out of sequence or totally unsupported. Do not penalise the point that then follows.

**STYLE ASSESSMENT (10 MARKS)**

The mark for Style incorporates TWO categories of writing, namely OWN WORDS, and USE OF ENGLISH.

The table which follows on the next page provides descriptors of the mark levels assigned to these TWO categories.

In assessing the overall mark for Style, first of all assign the script to a mark level under the category of OWN WORDS.
Then arrive at the mark level for USE OF ENGLISH. Before deciding the mark for this level, take the accuracy of the writing into account, in particular the absence of frequency of serious and minor errors. Indicate these errors by underlining.

Add the marks for OWN WORDS and USE OF ENGLISH together and divide by two. Raise any half marks to the nearest whole number.

Add this mark to the Content mark and show as a total in the right-hand margin.

THE NOTES BELOW SET OUT TYPES OF SERIOUS AND MINOR ERRORS.

SERIOUS ERRORS
- Wrong verb forms.
- Serious tense errors.
- Serious errors of sentence structure, especially in setting up subordination.
- Omission of obvious misuse of prepositions.
- Wholesale misunderstanding over the meaning of words used.
- Serious errors of agreement.
- Ingrained weakness of punctuation, i.e. the habitual comma replacing the necessary full stop.

MINOR ERRORS
- Misspellings of a minor nature. Count as a serious error when the form of the word is severely mangled.
- Obvious slips of repetition or omission.
- Minor errors of punctuation, i.e. the failure to complete pairs of commas in parenthetical phrases/clauses.
- Omissions of stops after introductory words like ‘however’. The key here is to see how far the misuse or omission destroys the reading sense. Major destruction will count as a serious error.
- Inconsistent American spelling.